Grow Your Own Program
Paraprofessional Tuition Assistance
Grant Name: 2014 IDEA – Paraprofessional Tuition Assistance
Funding Source: Individuals with Disabilities Education Improvement Act (IDEA)
Competitive Grant

Request for Proposals

GRANT OVERVIEW

Introduction
The continuous decline in the retention of public school professionals has many school districts and charter schools unable to hire qualified educators. Special education positions, including teachers and related service providers, have consistently been more difficult to fill than vacancies in general education. This is particularly challenging for some rural areas. The Center on Personnel Studies in Special Education (COPSSE) reports that the shortage of qualified special education personnel nationwide is "severe and chronic" and forecasts a continuation of this downward trend (see http://www.coe.ufl.edu/copsse/research-focus-areas/supply-demand.php).

Purpose
The Arizona Department of Education, Exceptional Student Services (ADE/ESS) has designed this grant to address the critical shortfall in qualified special education teachers and related service personnel through college tuition assistance to eligible paraprofessionals who are serving students with disabilities. A public education agency (PEA) with a current or anticipated special education staff need may apply for one eligible paraprofessional to prepare to fill that need by completing degree requirements that will lead to a(n):
▪ Bachelor's degree in special education or elementary/special education; or
▪ Associate's degree or coursework preparation for the speech-language pathologist assistant (SLPA) license required by the Arizona Department of Health Services (ADHS). For more information on SLPA requirements, see http://www.azdhs.gov/als/hadisp/ArizonaHAD-DAlaws.pdf, Technical Assistance Packet compiled and provided by the Office of Special Licensing containing: Arizona Revised Statutes Title 36 Chapter 17, Hearing Aid Dispensers, Audiologists, and Speech-Language Pathologists, Article 4, § 36-1940.04. Speech-language pathologist assistant; licensure requirements; scope of practice; supervision.

Funding
ADE/ESS will provide funding for tuition assistance and other related items[1] for an eligible paraprofessional until he or she completes a bachelor's degree or an associate's degree or coursework preparation for SLPA licensure as long as:
▪ Federal IDEA funds are available to support this effort
▪ The PEA maintains the commitment as outlined in this Request for Proposals (RFP) and Tuition Agreement that is signed by the local superintendent or charter school director, local special education director, and paraprofessional
▪ The paraprofessional's continued eligibility to receive assistance as outlined in this RFP and signed Tuition Agreement

Eligibility
Public Education Agency
A non-profit PEA that serves students with disabilities aged 3 through 21 is eligible to receive funding through this grant as the designated fiscal agent of a qualified paraprofessional if it has:
1. Submitted the most recent special education census and/or is serving students with special needs.
2. Applied for current year IDEA Basic Entitlement funds.
3. Received approval from ADE/ESS for the revised policy and procedures aligned with IDEA 2004. Absence of this approval will negate the award of this and other IDEA discretionary grant funding.

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[1] See SECTION VI FUNDING INFORMATION, Budget Guidelines and Restrictions, pages 4 and 5, for a list of items that may be paid for by this grant.

A PEA that is interested in growing its own special education teacher or related service provider will be required to evaluate current and future special education staff needs to see if this grant will be of benefit. The PEA must be willing to act as the designated fiscal agent; track the paraprofessional's progress; provide support such as semester face-to-face meetings, a supervised practicum, student teaching, or clinical experience; and make a good faith effort to employ the paraprofessional as a special education professional or SLPA after graduation and certification/licensure for a minimum of one year for each paid college year (equivalent to up to 30 credits/hours/units per year of paid tuition).

Paraprofessional
A paraprofessional may be selected as a candidate by the applicant PEA if he or she:
1. Is a legal Arizona resident
2. Has worked as a special education paraprofessional in the local school district or charter school for a minimum of two school years by July 2013

The paraprofessional is required to complete a minimum of four classes during the first program year and a minimum of five classes during each subsequent grant year. Continued eligibility for tuition assistance in subsequent years is contingent upon the paraprofessional's commitment to complete the degree program or coursework preparation for the speech-language pathologist assistant (SLPA) license as outlined in this RFP and signed Tuition Agreement.

Annual Program Cycle
July 1–June 30

The tuition assistance grant is funded on an annual state fiscal year basis from July 1–June 30. The initial grant is competitive and will be evaluated by an evaluation team (see Grant Evaluation below). Successive-year funding will be disbursed through a Request for Continued Funding (RCF). Online grant application templates and instructions for the RCF will be posted in the Grants Management Enterprise (GME) on or around March 1; the submission deadline is June 30. Neither the initial grant nor any continued funding grants will receive web approval until mid-July at the earliest.

Documents
A list of grant-related documents follows:
1. The Request for Proposals (RFP) provides background information for the grant. It explains the funding and defines the various components that the PEA and candidate must provide answers for or write about in the grant application. Provide a copy of the RFP to the PEA's grant writer and the candidate.
2. The two Grant Planners (one for the PEA and one for the candidate) should be used for planning and developing the PEA and Candidate Supplements, which are part of the online grant application found in the GME. The components in the Grant Planners are aligned to those found in the RFP and the GME application.
3. The Supplemental Information Package (SIP) is a collection of documents that must be mailed to the ADE/ESS designee by the grant submission deadline. The SIP is made up of the following parts and includes comprehensive instructions for completion and submission:
   a. Cover sheet
   b. Two letters of recommendation with original signatures (one letter from the local special education director or superintendent; one letter from the candidate's immediate supervisor)
   c. Tuition Agreement with original signatures of the local superintendent, local special education director, and candidate
   NOTE: ADE/ESS recommends that the SIP be mailed to the ADE/ESS designee with proof of postmark (e.g., documentation of delivery/receipt). We are not responsible for:
   a. A SIP that gets lost and does not have proof of postmark by the application submission deadline.
   b. A SIP that is incorrectly addressed and does not get rerouted to the designee or is not located in time for grant evaluation.
   c. Maintaining a copy of the SIP for your records. It is good business practice to copy all documentation for your files prior to mailing it to the grant coordinator.
4. The Rubric shows point breakouts for the range of evidence provided in the grant application. Grant writers may consult the Rubric for a greater understanding of what that the evaluation team looks for when scoring the grant.
5. The Score Sheet identifies the consensus score and provides comments made by the evaluation team during the grant evaluation. Your PEA and candidate will receive an electronic copy of the grant evaluators' jointly scored Score Sheet with the preliminary notice of grant status that will inform you as to whether or not the grant will be recommended to the

State Board of Education for funding. The Score Sheet will not be posted in the GME with the other documents that are described above.

Grant Application Requirements
The grant application is twofold and includes the submission of the following required components:
1. The online grant application submitted through the GME by the deadline
2. The SIP postmarked to the ADE/ESS designee by the deadline (see SIP for instructions)

A grant application that is missing either of these will not be evaluated.

Submission Deadline
Tuesday, April 30, 2013, 5:00 p.m.

Competitive GME applications received after 5:00 p.m. will not be evaluated. Note that the Grants Management Office closes at 5:00 pm. If a PEA is unable to submit the grant application by the deadline because of technical difficulties, and there is no one in the Grants Management Office to help, the application will not be considered. ESS staff is unable to assist with technical issues so grant writers should plan ahead. For GME problems, contact the Grants Management Office at 602-542-3695 or grants@azed.gov.

All grant applications must be submitted online through the GME[2]. Online submission is not site or port restricted; however, it is common logon restricted. One may submit an online application from any computer that has Internet access as long as that person has GME common logon permission. To confirm common logon permission status, contact the ADE Support Center at 602-542-7378 or enterprise@azed.gov.

Grant Evaluation
The grant application will be evaluated and scored by a team of evaluators who will make a consensus decision as to whether or not to recommend grant approval to the State Board of Education.

The PEA Supplement and Candidate Supplement sections of the grant application must receive a minimum score of 35 points each (70 points minimum combined total) for your grant to be considered for recommendation to the State Board. The maximum number of possible points is 100.

The local special education director, project coordinator, finance office contact, and paraprofessional will receive email notice of grant status after the evaluation of the grant. This will indicate whether or not the grant is recommended for funding. The Score Sheet will be included in this email and include instructions for submitting an appeal for a grant that has not been recommended for funding.

State Board of Education Approval
Competitive grants that receive a recommendation for funding by the evaluation team must have State Board of Education approval prior to web approval. Target date for presentation to the State Board by ADE/ESS is June 4, 2013. State Board-approved grants will receive web approval by mid-July at the earliest, and the initial disbursement of funds will be received by the designated fiscal agent on August 1.

Annual Completion Report Requirements
The PEA and paraprofessional must submit a joint annual fiscal and programmatic report through the GME after each grant year. The completion report instructions will be posted in the GME on June 30. The completion report submission deadline is September 28. Paraprofessionals will be required to forward official transcripts of coursework taken during each year of funding by the completion report deadline. Failure to provide the official transcripts will delay completion report approval and may result in the withholding of tuition funds for the following year until compliance regarding the completion report is met.

Contacts for Assistance
Grant Issues

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[2] In addition to submitting the grant application through the GME, the PEA must also mail the SIP postmarked by the grant's submission deadline to the ADE/ESS designee in order to complete the application process. Both parts are required.

Celia Kujawski, 602-432-3213, Celia.Kujawski@azed.gov (ADE/ESS designee/grant contact)
Ingrid Rope, 602-542-4064, Ingrid.Rope@azed.gov (for Chart of Accounts/USFR questions)

Common Logon
ADE Support Center, 602-542-7378, enterprise@azed.gov

GME Technical Difficulties
Grants Management Office, 602-542-3695, grants@azed.gov

FUNDING INFORMATION

Excess Cost Requirement
The excess cost requirement calls for the PEA to spend a specified minimum amount for the education of its children with disabilities before Part B funds are used. Children served with Part B funds must have at least the same average amount spent on them from sources other than Part B as do children in the school district or charter school as a whole.

Excess Costs/Non-supplanting
The PEA may use funds provided under Part B of the Act only for costs that exceed the amount computed under 34 CFR §§ 300.184 and 185 and that are not directly attributable to the education of children with disabilities.

Each applicant must assure the state education agency (SEA) that the PEA uses funds provided under Part B of the Act to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities, and in no case, to supplant those state and local funds.

To meet the non-supplanting requirement, the total amount or average per capita amount of the state and local school funds budgeted by the PEA for expenditures in the current fiscal year for the education of children with disabilities must be at least equal to the total amount or average per capita amount of state and local school funds actually expended for the education of children with disabilities in the most recent preceding fiscal year for which the information is available. Allowances may be made for:
- Decreases in enrollment of children with disabilities;
- The termination of costly expenditures for long-term purchases such as the acquisition of equipment and the construction of school facilities;
- The replacement of personnel and qualified, lower-salaried personnel; or
- The termination of the obligation to provide a program of special education to a particular child with a disability who is in an exceptionally costly program.

Please note, however, that budgeting a certain amount and expending that amount by the end of the year are two different issues. If none of the allowances apply, the applicant must make sure that the expenditures meet or exceed previous year's expenditures, excluding Fund 011.

Budget Guidelines and Restrictions
Create the grant's budget in the Grant Planner. The budget must be based on the allowable expenditures outlined below and the candidate's planned class schedule.

Carryover
Carryover of funds from year to year is NOT allowed. If there are excess disbursed funds at the end of the year, it is the common practice of the ESS Funding Unit to reduce the following year's grant amount by the excess amount rather than require the return of these funds.

Capital Outlay
The purchase of capital outlay or other equipment or furniture is not allowed with this grant's funds.

Funding Allowances

The *2008 Chart of Accounts and Expense Classifications, Uniform System of Financial Records,* has been revised effective July 1, 2007. Note the line item placement of allowable expenditures for IDEA capacity building grants, including this grant:

- Tuition assistance related expenditures for instructional (classroom) aides (identified in the grant as "instruction") should be placed under Support Services 2100, 2200, 2600, 2700.
- Tuition assistance related expenditures for other personnel such as an assistant to the SLP (identified in the grant as "non-instruction") should be placed under Support Services - Admin 2300, 2400, 2500, 2900.

For clarification, contact Ingrid Rope, 602-542-4064, Ingrid.Rope@azed.gov.

NOTE: Consult with your finance director or tax attorney to determine federal and state taxes owed by the paraprofessional for tuition and textbook benefits received through this grant.

University and college tuition and fees schedules can be found on the individual school websites, which should be used when calculating tuition for each semester. If tuition increases occur after grant approval, you may increase the grant amount through a budget amendment to adjust for that increase. Teacher certification fees, professional licensing fees, post-baccalaureate courses, or other expenditures that are not specifically identified here will not be funded by this grant.

1. Personal Services, Employee Benefits 6200
   Reimbursement made to the paraprofessional, including:
   - Tuition and additional fees such as technology and student activity fees[3]
   - $125 textbook allowance per course (if ownership of the textbooks is retained by the paraprofessional)
   - Registration fees
   - Lab fees

2. Purchased Professional and Technical Services 6300
   Payment made directly to the college/university for the following:
   - Tuition and additional fees such as technology and student activity fees[4]
   - $125 textbook allowance per course (if ownership of the textbooks is retained by the PEA)
   - Registration fees
   - Lab fees

3. Supplies 6600
   Payment made directly to the college/university for the following:
   - $125 textbook allowance per course (if ownership of the textbooks is retained by the PEA)

   PEA-owned textbooks may be placed in either 6300 or 6600 at the discretion of the designated fiscal agent.

4. Approved Restricted Indirect Cost
   Indirect cost at the applicant's approved restricted indirect cost rate and county-approved restricted indirect cost rate, if they are applicable, are allowed with this grant funding. If approved rates are available at the time of the grant submission, the GME will automatically calculate the indirect cost amount; but the applicant must manually type it in the appropriate cell within the budget. If not available, the GME will not allow you to enter indirect cost estimates. A web-approved grant may be amended later to include indirect costs at the approved rate(s). No other administrative costs are allowed.

Budget Example
The ESS Funding Unit has developed a preferred format for describing expenditures in the grant budget's "Description" column. Below is an example of the format. Follow this example in your grant's budget. If you have questions about the preferred budget format or need assistance in planning your grant's budget, contact Celia Kujawski at 602-432-3213 or Celia.Kujawski@azed.gov.

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[3] Some tuition schedules include the additional fees in the total per-credit tuition cost. Other colleges separate the additional fees from the tuition. Either way, grant funding may be used to pay for these fees.
[4] See above footnote.

Include the following information in the Description column:
- "Instruction" or "non-instruction" job designation of the paraprofessional
- College/university initials (initials will be sufficient; please do not spell out the name)
- Indicate extended campus (EC) or distance learning (DL) if the candidate is using this option
- Semester (i.e., Fall 2013, Winter 2014, Spring 2014, Summer I 2013)
- Number of credits per semester
- Per credit amount or the tuition amount for multiple credits shown in the most current tuition and fees schedule
- Total amount per semester
- Break out additional fees (e.g., Financial Aid Trust (FAT), Information Technology (IT)) if they are not included as part of the tuition in the tuition and fees schedule
- Number of textbooks (designated as student owned or PEA owned) plus textbook allowance
- You may choose to use the dollar sign ($) or not (the BUDGET EXAMPLE demonstrates both options)

Budget Example			
Function Code	Object Code	Amount	Description
Support Services 2100, 2200, 2600, 2700			
Employee Benefits	6200		NOTE: Expenditures to be reimbursed to a classroom aide go in Employee Benefits 6200: (Instruction) MCC Fall 2013 12 credits x $76 = $912 ASU Spring 2014 6 credits = $4,102 ASU Summer I 2014 3 credits = $2,128 8 student-owned textbooks x $125 = $1,000 Total = $8,142
Purchased Professional Services	6300		NOTE: Expenditures to be paid directly to the college/university for a classroom aide go in Purchased Professional Services 6300: (Non-instruction) NAU EC Fall 2013 9 credits = 3,150 FAT = 31 IT 9 credits x 6 = 54 NAU Spring 2014 6 credits = 2,022 FAT = 16 IT 6 credits x 6 = 36 5 PEA-owned textbooks x 125 = 625 Total = 5,434
Supplies	6600		Remember: PEA-owned textbooks may be placed in either 6300 or 6600 at the discretion of the designated fiscal agent.
Support Services - Admin 2300, 2400, 2500, 2900			
Employee Benefits	6200		NOTE: Expenditures to be reimbursed to a non-instructional paraprofessional go in Employee Benefits 6200: (Instruction) MCC Fall 2013 12 credits x $76 = $912 ASU Spring 2014 6 credits = $4,102 ASU Summer I 2014 3 credits = $2,128 8 student-owned textbooks x $125 = $1,000 Total = $8,142
Purchased Professional Services	6300		NOTE: Expenditures to be paid directly to the college/university for a non-instructional paraprofessional go in Purchased Professional Services 6300: (Non-instruction) NAU EC Fall 2013 9 credits = 3,150 FAT = 31 IT 9 credits x 6 = 54

			NAU Spring 2014 6 credits = 2,022 FAT = 16 IT 6 credits x 6 = 36 5 PEA-owned textbooks x 125 = 625 Total = 5,434
Supplies	6600		Remember: PEA-owned textbooks may be placed in either 6300 or 6600 at the discretion of the designated fiscal agent.

Payment Schedule Instructions

The payment schedule complies with the monthly Cash Management Reporting System.

In the Payment Schedule:

1. Enter one payment amount to cover the initial expenses in the cell corresponding to the first month of the project. The first month should not be earlier than August/September when the fall semester starts. Initial expenses may include tuition, registration fees, lab fees, and textbook stipends.
2. Put the balance of the grant amount in the Remaining Scheduled Payment (RSP) section. The PEA submission of monthly Cash Management Reports will determine future payments.
3. The ADE internal review process must be completed prior to your receiving web approval. A grant will receive "official" web approval as soon as possible after mid-July and when all funding and programmatic requirements are met. This includes the mandatory maintenance of effort (MOE) review of the PEA's previous year's expenditures. The initial cash disbursement will occur on the first day of the month following web approval, so it is important to resolve any budget and MOE issues as soon as possible.

NOTE: Failure to submit Cash Management Reports by the 18th of each month may interrupt cash flow for this project.

FFATA Reporting Requirements

The Federal Funding Accountability and Transparency Act (FFATA) Reporting Requirements section in the GME application template has been added to all federal grants and must be completed.

In order to meet Federal Funding Accountability and Transparency Act (FFATA) Reporting Requirements, sub-grant recipients must register at Central Contractor Registration (CCR) and have a registered Data Universal Number System (DUNS) number.

The following identifies the information required or action you must take to complete this section of the Grant Planner/GME application template:
- Questions 1 and 2: "I confirm" is the only possible response
- Questions 3–5: Provide the appropriate city, state, and zip code
- Draft a short one- or two-paragraph description of this project

NOTE: A GME application that is submitted with an incomplete FFATA Reporting Requirements section and is recommended for funding to the State Board will be rejected for appropriate revisions.

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PEA SUPPLEMENT

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The PEA Supplement in the GME grant application will allow the Arizona Department of Education, Exceptional Student Services, (ADE/ESS) to identify PEA monitoring and accountability responsibilities. Use the PEA Grant Planner to plan and develop responses to the questions asked here. The Grant Planner is cross-referenced with this document and follows the order of sections in the GME application template. Collect the finished Candidate Grant Planner to finalize the GME application template.

Drafting Narrative Responses in the Grant Planner

To facilitate the work of the district personnel charged with the responsibility for submitting the grant application through the GME, return the Grant Planner in Microsoft Word electronic format to the PEA designee. DO NOT convert it to a PDF file

or any other format. We recommend that the narrative texts are limited to about 500 words per question, although you may exceed this amount if necessary. Do not, however, exceed 7,500 characters including spaces. (To give you an example of the amount of text anticipated for each narrative, this paragraph has 134 words, 804 characters including spaces.) Attempting to save text in excess of 7,500 characters in the GME will prohibit the saving of the page, which may result in the loss of data and/or the corruption of the GME completion report template.

Conduct a character count and a spell check on narratives prior to submitting the electronic document to the PEA designee. To conduct a spell check, select a text in the text cell. Click on the "Review" tab; click on "ABC ✓Spelling and Grammar." To count the number of characters, select the text. Click on the "Review" tab; click on "Word Count."

Criteria and instructions for completing the PEA Supplement start here:

Project and Finance Contacts
Contact information provided on this page will help ADE/ESS staff to establish and maintain communication links with the PEA as the designated fiscal agent. PEA staff identified here will be notified of grant approval, completion report instructions and timelines, and other grant-related issues.

> The following information is required for you to complete this section of the PEA Grant Planner:
> - Local special education director's name, telephone number, and email address
> - Local project coordinator's name, telephone number, and email address
> - Finance office contact's name, telephone number, and email address

Public Notice Assurance
The applicant must document public (constituent) notification of an awarded grant. This includes ways in which the general public, especially those who have an interest in the provision of special education and related services to students with disabilities, including parents, will be kept informed of the paraprofessional's progress.

> The following identifies the action and information required for you to complete this section of the Grant Planner:
> 1. Check all the modes of notification that the applicant will make use of to fulfill the Public Notice Assurance requirement for this grant. The modes include:
>   - Newspaper Advertisement
>   - Board Meetings
>   - School Site Bulletin Boards
>   - Library
>   - Web site
>   - Other (If this mode is checked, use the space provided to type what it is such as school newsletter.)

Financial Hardship
Under conditions of financial hardship, allowance can be made for tuition to be paid to the college/university by the designated fiscal agent rather than to be reimbursed to the paraprofessional after grades are received. Many paraprofessionals may want to take advantage of this option; however, the PEA must make the decision to allow this based on its policies regarding the payment or reimbursement of tuition to staff.

> The following identifies the action required to complete this section of the PEA Grant Planner:
> 1. Indicate whether or not a financial hardship is allowed for this candidate by checking "yes" or "no."

Tuition Website(s)
Arizona's state universities provide tuition schedules of semester tuition costs that diminish as the credit hours increase. Community colleges have a per-credit-hour rate. Tuition is generally posted on the university/college website. The applicant must use the most current information available on the site to calculate the grant amount in the budget. ADE/ESS will confirm tuition during grant evaluation. If tuition increases during the annual grant cycle, the designated fiscal agent may submit an amendment to recover the additional tuition.

> The following identifies the action and information required to complete this section of the PEA Grant Planner:

1. In the appropriate text box, type in the college/university website that shows the most current posted tuition and fees schedule for each institute for higher education (IHE) that will be attended during the program year. Be sure to provide all relevant information (e.g., NAU Flagstaff Campus, Resident Undergraduate, Fall 2011, http://home.nau.edu/bursar/res_ugrad_fall_flagstaff.asp).

Needs Assessment [30 possible points]

The PEA must conduct a needs assessment to identify present or future special education staff needs and draft narratives that will describe the need for and selection of an appropriate candidate.

This section of the PEA Grant Planner/GME application template should include information that addresses the following points:

1. **Needs assessment:** Identify special needs that influence the focus of this grant (e.g., specific school needs for special education teachers, licensed SLPAs, or PTs; expanding special education population; retiring special education staff; difficulty in attracting highly qualified educators). Use statistical data, survey results, research results, etc., to back up the needs assessment.
   (Narrative) [15 points]
2. **Candidate selection:** Identify the candidate selected to participate in this program and the degree he or she will be pursuing.[5] Provide a rationale for making this choice. The discussion should include:
   a. Identification and credentials of those who participated in the selection process
   b. Other paraprofessionals that were considered for this opportunity
   c. Personal and professional characteristics or criteria that were employed to isolate your top choices
   d. Characteristics or other points that made your choice stand out from the others
   e. Convincing reasons that your candidate will complete the program and commitments specified in the Tuition Agreement
   (Narrative) [15 points]
3. **Supervisor/mentor:** Name, credentials, position/title, and contact information (phone number and email address) of the supervising/mentoring education professional who will meet with the paraprofessional a minimum of one time per semester (see Tuition Agreement, #6). The supervisor/mentor must be specifically identified and hold a position appropriate for this supervision/mentorship. If the candidate is pursuing SLPA licensing, the supervisor/mentor should be a licensed master's level supervising SLP who can provide the supervision required by ADHS.

PEA Support [20 possible points]

The grant will pay for tuition and related items that are described in FUNDING INFORMATION, Budget Guidelines and Restrictions. Other costs must be paid for by private, local, state, or federal funding sources. This section should demonstrate the PEA's good faith effort to provide appropriate support during the first program year. Detail the service and material contributions that the PEA will offer that will make a direct impact on the paraprofessional's success and the circumstances that will trigger support.

Consider the following items as PEA support. You may use any or all of those listed and add your own. The items that are required contributions for the first year are flagged by a check mark (✓).

- Substitutes provided at district expense or release time for a paraprofessional to take a course or participate in a course-related activity during scheduled work time.
- Estimated cost for administrative staff to coordinate and monitor the grant.
- Estimated hourly cost to provide mentoring or tutoring services by qualified staff.
- ✓ Estimated hourly cost for a paraprofessional to meet with the supervisor/mentor a minimum of once per semester
- ✓ Estimated hourly cost for administrative staff to monitor and track paraprofessional progress.
- ✓ Estimated hourly cost for student teaching or direct clinical mentoring (required only if the paraprofessional is participating in one of these activities during the first year.
- Estimated cost for facility and equipment use to complete coursework and homework assignments (e.g., use of school computer equipment, printer, copier, Internet service).
- Additional funding for textbook costs not paid for by the grant.
- Other supplies needed for coursework (e.g., paper, pencils, pens).

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[5] The degree pursued by the paraprofessional must tie in with the staff needs described in the Needs Assessment.

NOTE: Paraprofessionals may have challenges with certain class subjects such as math or science. Others may be apprehensive about enrolling in college after several years of being in the workforce. We encourage the PEA to provide the necessary support (e.g., tutoring) as part of the PEA support to help the paraprofessional successfully complete difficult coursework.

The PEA Grant Planner should include the following:
▪ Identification of the local support
▪ Description of the circumstances that will trigger the provision of the support

The ESS Funding Unit has developed a preferred format for describing the PEA Support. Below is an example of the format. Follow this example in your grant's PEA Support. If you have questions about the preferred budget format or need assistance in planning your support, contact Celia Kujawski at 602-432-3213 or Celia.Kujawski@azed.gov.

PEA Support Example		
	Description	Amount
Salaries	Finance office staff grant monitoring: 10 hours x $25 = $250 Existing condition: Finance office staff receives and prepares payment of paraprofessional reimbursement requests, submits monthly cash management reports, monitors grant activity, and prepares annual financial completion reports. Paraprofessional release time: 10 hours x $10 = $100 Existing condition: Paraprofessional release time to attend classes during scheduled work time; to prepare for final exams and presentations; to participate in group work. Release time requires a written request and is subject to approval from the local project coordinator. Professional staff mentoring: 2 hours x 3 semesters x $25 = $150 Existing condition: Paraprofessional will meet with the mentor a minimum of once per semester. The length of meeting time will be determined by the paraprofessional's needs. Paraprofessional and mentor will set their own calendar.	500.00
Employee Benefits	Additional funding for books = $500 Existing condition: Up to $500 for textbook costs that exceed the grant amount will be made available to meet the paraprofessional's written request for additional funding.	500.00
Purchased Professional Services	Tutoring = $500 Existing condition: Paraprofessional will request tutoring services for difficult coursework by written request to the local project coordinator	500.00
Purchased Property Services		0.00
Other Purchased Services		0.00
Supplies	General school supplies = $100 Existing condition: Up to $100 for school supplies such as pens, pencils, notebooks, etc., subject to the approval of the local project coordinator.	100.00
Other Expenses	Estimated facility & equipment use = $250 Existing condition: Use of school-owned facility and equipment such as laptop, printer/copier, equipment needed for class PowerPoint presentations, etc.	250.00
Total		1,850.00

PEA Survey
ADE/ESS is interested in the PEA's opinions of the grant application process. This survey will give the PEA the opportunity to rate the documents and the provision of assistance/support by the ADE/ESS staff in the development and submission of the GME application.

The following Likert Scale is used:
4 = Highly satisfied
3 = Satisfied

2 = Somewhat satisfied

1 = Not satisfied

N/A = Regarding the RFP, Grant Planner, or Rubric, "N/A" means that you did not use it. Regarding assistance/support provided by ADE/ESS staff, "N/A" means that you did not have direct contact via personal conversation or email with ADE/ESS staff for this grant.

Survey Questions

This section of the PEA Grant Planner/GME application template has a survey table that requires you to respond to the following:

1. Rate the RFP (informative; adequately descriptive; easy to follow and use; etc.).
2. Rate the Grant Planner (easy to use; facilitated development of grant application; etc.).
3. Rate the Rubric (provided information that was useful in the grant writing process; provided understanding of evaluation process; was glad to have this additional information; etc.).
4. Rate the appropriateness of the information that the PEA was required to provide in the grant application.
5. Rate the ease of copying and pasting data from the Grant Planners to the GME application template.
6. If you had direct contact with any ADE/ESS staff regarding this grant and/or the application process, rate the helpfulness of the assistance provided and the staff courtesy offered to you.
7. Comments: Please provide comments that will allow us to make targeted adjustments to the system and process. If you were somewhat satisfied or not satisfied with any item, please identify the problem so that we can address it in future grants.

CANDIDATE SUPPLEMENT

The Candidate Supplement in the GME grant application will allow the Arizona Department of Education, Exceptional Student Services (ADE/ESS) to identify funding-eligible candidates. Use the Candidate Grant Planner to plan and develop responses to the questions asked here. The Grant Planner is cross-referenced with this document and follows the order of sections in the GME application template. Return the finished Candidate Grant Planner to the designated project coordinator for inclusion in the GME application template.

Additional Useful Information

Community College Policy

With limited exceptions, grant policy stipulates that the candidate who has not yet completed the first two years of a four-year degree program must attend a community college to complete associate degree requirements before transferring to a four-year college/university. If this is not practical, the candidate must request a waiver that explains why he or she should be excluded from this policy. The evaluation team will judge whether or not to accept the waiver request. The team may investigate further to substantiate the candidate's claim by requesting additional information such as recent course transcripts. The investigative action may delay the team's decision as to whether to recommend the grant for approval.

Arizona's community colleges offer Associate in Arts in Elementary Education (AA-EE) and Associate in Applied Science in Early Childhood Education (AAS-ECE) degrees, or their equivalents, which transfer in whole to Arizona state university teaching programs. Other associate degrees may also transfer to state university related service degree programs. The candidate should check the transfer policy of the college/university that he or she plans to attend.

SLPA License

The candidate pursuing SLPA licensure should be fully knowledgeable of ADHS licensing requirements. See http://www.azdhs.gov/als/hadisp/ArizonaHAD-DAlaws.pdf, Technical Assistance Packet compiled and provided by the Office of Special Licensing containing: Arizona Revised Statutes Title 36 Chapter 17, Hearing Aid Dispensers, Audiologists, and Speech-Language Pathologists, Article 4, § 36-1940.04. Speech-language pathologist assistant; licensure requirements; scope of practice; supervision). Estrella Mountain Community College (EMCC) offers a 60-credit hour Associate's Degree in Applied Science, Speech-Language Pathology Assistant (AAS-SLPA) that meets the ADHS licensing course requirements. NAU has a 21-credit hour distance learning program that aligns with the SLPA technical course work requirement. The candidate that enrolls in NAU's program must pick up the balance of general education credit hours at a community college unless he or she already has an associate's degree or bachelor's degree.

Related Service Provider Master's Degree

A post-baccalaureate degree is the minimum requirement to enter into the field as an SLP[6]. A paraprofessional wishing to pursue the SLP profession should have a plan to finance the master's degree program since this grant will pay tuition for associate's and bachelor's degrees only. ASU and NAU offer a Bachelor of Science in Speech and Hearing Science (BS-SHS) degree. A paraprofessional with a current SLPA license who plans to enroll in this program should be aware that some of his/her current associate degree credits may not transfer to the university bachelor's program. Additional coursework may be required.

Drafting Narrative Responses in the Grant Planner

To facilitate the work of the district staff who has the responsibility for submitting the grant application through the GME, return the finished Grant Planner in Microsoft Word electronic format to the PEA designee. DO NOT convert it to a PDF file or any other format. We recommend that the narrative texts are limited to about 500 words per question, although you may exceed this amount if necessary. Do not, however, exceed 7,500 characters including spaces. (To give you an example of the amount of text anticipated for each narrative, this paragraph has 133 words, 797 characters including spaces.) Attempting to save text in excess of 7,500 characters in the GME will prohibit saving the page, which may result in the loss of data and/or the corruption of the GME completion report template.

Conduct a character count and a spell check on narratives prior to submitting the electronic document to the PEA designee. To conduct a spell check, select a text in the text cell. Click on the "Review" tab; click on "ABC ✓Spelling & Grammar." To count the number of characters, select the text. Click on the "Review" tab; click on "Word Count."

Criteria and instructions for completing the Candidate Supplement start here:

Service Information [10 possible points]

This page provides information about the candidate's current employment status, job responsibilities, previous work-related training, and student achievement resulting from services provided by the paraprofessional. The narrative response to item 6 is worth 10 points. The evaluation team may dock points from items 1–5 if the information you provide is incomplete or inappropriate.

The following identifies the action involved and information required for you to complete this section of the Candidate Grant Planner:

1. Candidate identification (check "Instruction" or "Non-instruction")
   - An instructional (classroom) aide who is providing services to students in the classroom should be identified as "Instruction"
   - One who is providing special education related services such as a SLPA or other aid to a related service professional should be identified as "Non-instruction"
2. Candidate's job title/position
3. Combined total number of school years served as a paraprofessional in all PEAs
4. Dates of service at current PEA (e.g., August 2011 – present)
   REMEMBER: You must be employed for a minimum of two school years with the current PEA by June 30, 2013, to be eligible for this grant.
5. List current job responsibilities. Include:
   a. Full or part-time employment (number of hours/week)
   b. Services provided to special education student
   c. The estimated amount of time in hours/minutes per day spent in each of these activities or with each student (this may require a breakdown of your day or week)
6. List in-house or other education-related training that you have had. To the best of your recollection, include:
   a. Dates (estimated if this is unknown)
   b. Names of workshops/trainings
   c. Description of the content or focus
   If you have not participated in any work-related training, type "N/A" in the text box.
7. Examples of demonstrated increased student achievement or other successes of students with disabilities resulting from services/assistance that you provided.

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[6] Masters' degrees for OT and PT professionals are also required.

NOTE: This is 20% of your total score. We recommend that you draft a narrative reflecting thoughtful consideration of this topic. A discussion with your supervising professional may help to pinpoint some student achievements. Be sure to clearly link the achievements to the services you provided. Identify students by initials or disabilities only. (Narrative) [10 possible points]

Life Plan Essay [40 possible points]
The Life Plan Essay has been the weakest part of a grant application for many candidates and has been the basis for a paraprofessional's not receiving a recommendation for tuition assistance approval. The evaluation team does not expect that all candidates will be skilled writers, but the team does look for content-rich narratives and counts on the candidate to thoroughly address each discussion point. The candidate may seek assistance to help identify and explain the discussion points, but the writing must be done solely by him or her.

The following identifies the information required for you to complete this section of the Candidate Grant Planner:
1. The Life Plan Essay should discuss your reasons for being considered for tuition assistance. The essay should expound on the following points:
   ▪ Description of your professional goals
   ▪ Previous preparations for fulfilling your professional goals from high school to the present
   ▪ Life experiences that have held back or delayed fulfillment of your professional goals
   ▪ Discussion of the contributions that the degree and the subsequent certification/license will have in fulfilling that plan
   ▪ A self-evaluation describing why you are a good candidate for participation in this grant (evaluate your character, strengths, motivation, etc.)
   (Narrative) [40 possible points]

Community College Information
The candidate that is pursuing:
▪ A bachelor's degree but has not yet completed associate degree requirements or 60 credits must complete the Associate's Degree–Education section but not Associate's Degree–SLPA
▪ SLPA licensure must skip the Associate's Degree–Education section but complete Associate's Degree–SLPA

The candidate who is already enrolled in a four-year college/university program and who is not requesting a waiver to the community college requirement that is defined above should skip the following two sections.

The following identifies the action and information required for you to complete this section of the Candidate Grant Planner. Choose and complete either Associate's Degree–Education or Associate's Degree–SLPA.

Associate's Degree–Education
Complete this section as instructed if the candidate:
▪ Has never attended college (complete 1–4)
▪ Is already enrolled in a community college (complete 1–4)
▪ Has some college but has not yet completed 60 credit hours (complete 1–4)
▪ Has not completed 60 credit hours and is requesting a waiver to the community college policy (complete item 5 only)

NOTE: Candidates who are pursuing SLPA licensure should skip this section but must complete the Associate's Degree–SLPA section below.

1. Name the community college that the candidate will be attending.
2. Name the associate's degree program (e.g., Associate in Arts in Elementary Education; Associate in Science in Early Childhood Education; Associate in Applied Science SLPA). DO NOT USE THE ACRONYM.
3. What is the credit-hour degree requirement? (An associate's degree requires 60–64 credit hours.)
4. Website address that will show the required and general education course requirements for this degree program. For example, the web address for EMCC's AAS–SLPA program is http://www.maricopa.edu/academic/ccta/curric/ctaprog.php?loc=3776.
5. If the candidate is requesting a waiver to the policy to attend a community college before advancing to a four-year college/university, provide an explanation that identifies reasons for allowing this exception. (Narrative)

NOTE: The policy waiver requires a thorough explanation. For example, one reason for requesting a waiver is that the candidate is already attending a four-year college/university and is close to completing 60 credit hours. If this is the case, the narrative must include the following:
a. The name of the college/university
b. The name of the bachelor's degree currently being pursued
c. A list of course numbers, course names, and the number of credit hours completed to date (e.g., CIS 120, Intro to Computer Information Systems, 3 credits)
d. Other information the candidate feels is relevant to the waiver request
The evaluation team may request a copy of transcripts before making a decision to recommend the grant to the State Board of Education for approval.

Associate's Degree–SLPA
The candidate that is enrolling in the Estrella Mountain Community College (EMCC) AAS-SLPA program, NAU's 21-credit distance learning SLPA program, or other college to complete SLPA licensure requirements must complete this section by responding to the following:
1. Check the one of the following that applies to the candidate:
   - EMCC
   - NAU
   - Other (type the college name in the appropriate cell)
2. If you selected NAU, check one of the following:
   - I already have an associate's degree or a bachelor's degree; I do not require further general coursework to qualify for SLPA licensure
   - I will be enrolling in a community college to complete the general education requirements for SLPA licensure
3. Will you enroll in an education-related or related service provider-bachelor's degree program after completing SLPA license requirements? (Respond "yes" or "no.")

College/University Information
The candidate that is pursuing a bachelor's degree must complete this page if he or she is:
- Transferring to a college/university in the future after completing community college coursework (including someone who will pursue SLPA licensure before continuing in a bachelor's degree program).
- Enrolling in a college/university for the first time during this grant cycle.
- Already enrolled in a four-year college/university program and will be continuing.

The following identifies the information required for this section of the Candidate Grant Planner:
1. Name the college/university that a paraprofessional will be attending or transferring to after community college.
2. Bachelor's degree program name (i.e., Bachelor of Science, Special and Elementary Education; Bachelor of Science, Speech and Hearing Science) DO NOT USE THE ACRONYM.
   NOTE: Since this grant initiative emphasizes increasing Arizona's special education professions, a teaching degree in general education alone will not be accepted.
3. Credit hour degree requirement (a bachelor's degree normally requires 120 credit hours, but your program may be different)
4. Web address that will show the required and general education course list for this degree program.

FY 2014 Course Plan
Identify the courses that the candidate plans to enroll in during the first year of the grant (the annual grant cycle is July 1, 2013–June 30, 2014). Do not plan to start coursework in the first year of the grant before the 2013 fall/winter semester.

This is only a plan. The paraprofessional may choose to take different classes or take fewer credits/hours/units than anticipated; however, he or she is required to successfully complete a minimum of one class in the fall and winter/spring semesters during each grant year. The paraprofessional that takes more credit hours than planned in the first year will be required to pay the tuition, fees, and textbooks out of pocket or through another local, state, or federal funding source. First-year grants may not be amended to increase the grant amount, except to add funding for unplanned tuition increases and indirect costs that were not initially included in the grant amount.

NOTE: The candidate must plan a minimum of four classes during the first grant year to be referred for approval to the State Board by the evaluation team. The paraprofessional who does not complete a minimum of four classes by the end of the grant

year will be in jeopardy of being dropped from the program and, if terminated, will be required to repay all grant funds that were spent during the year. The paraprofessional will be required to complete a minimum of five classes during each subsequent grant year.

The following identifies the information required for you to complete this section of the Candidate Grant Planner:
The first year grant (August/September–June 30) course plan will include the following information for each class:
- Name of college/university
- Semester (e.g., identified as Fall 2013, Spring 2014, Summer I 2014)
- Number of credits/hours/units
- Course number
- Course name

NOTE: Summer II semesters generally start after the end of the program year (June 30) and should be added to the RCF that must be submitted to receive next year's tuition assistance. Check the college's calendar for semester start and end dates.

Candidate Survey

ADE/ESS is interested in the candidate's opinions of the grant application process. This survey will give the candidate the opportunity to rate the documents and the provision of assistance/support in the development and submission of the GME application.

The following Likert Scale is used:
4 = Highly satisfied
3 = Satisfied
2 = Somewhat satisfied
1 = Not satisfied
N/A = Regarding the RFP, Grant Planner, or Rubric, "N/A" means that you did not use it. Regarding assistance/support provided by ADE/ESS staff, "N/A" means that you did not have direct contact via personal conversation or email with ADE/ESS staff for this grant.

Survey Questions

This section of the Candidate Grant Planner/GME application template has a survey table that requires you to respond to the following:
1. Rate the RFP (informative; adequately descriptive; easy to follow and use; etc.).
2. Rate the Grant Planner (easy to use; facilitated development of grant application; etc.).
3. Rate the Rubric (provided information that was useful in the grant writing process; provided understanding of evaluation process; was glad to have this additional information; etc.).
4. Rate the appropriateness of the information that the candidate was required to provide in the grant application.
5. If you had direct contact with any ADE/ESS staff regarding this grant and/or the application process, rate the helpfulness of the assistance provided and the staff courtesy offered to you.
6. Comments: Please provide comments that will allow us to make targeted adjustments to the system and process. If you were somewhat satisfied or not satisfied with any item, please identify the problem so that we can address it in future grants.